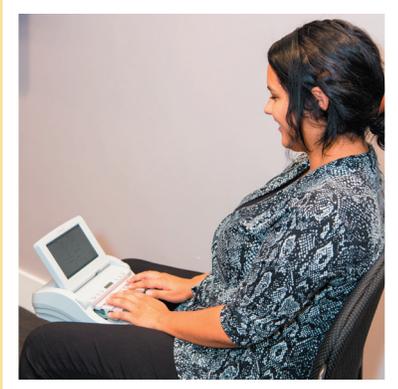




# 2014-2019 STRATEGIC PLAN FINAL REPORT



 **This is Success.**  
SOUTH SUBURBAN COLLEGE

# CONTENTS

|   |           |
|---|-----------|
| <b>Part I: Executive Summary</b>  | <b>3</b>  |
| Strategic Direction #1 (College Readiness) .....  | 3         |
| Strategic Direction # 2 (Student Success and Completion) .....                                      | 3         |
| Strategic Direction # 3 (Educational Pathways) .....  | 3         |
| Strategic Direction # 4 (Partnership Development) .....   | 3         |
| <b>Part II. College Mission, Vision, Core Values, Priority Directions &amp; Institutional Goals</b> | <b>5</b>  |
| Our Mission .....   | 5         |
| Our Vision .....  | 5         |
| Our Dedication.....   | 5         |
| Our Institutional Goals .....   | 6         |
| Our Core Values .....   | 7         |
| <b>Part III. Challenges</b>   | <b>8</b>  |
| Challenges- Reduction in State Operating Revenue .....  | 8         |
| Challenges- Reduction in Reimbursable Credit hours .....  | 9         |
| Challenges- Reductions in Grant funding .....   | 10        |
| Challenges- Reduction in Student Enrollment .....   | 11        |
| FY 2019 Enrollment By Ethnicity .....   | 12        |
| <b>Part IV. Our Opportunities</b>   | <b>12</b> |
| FY 2019 Enrollment By Program Area .....  | 13        |
| FY 2019 Enrollment By Age .....   | 14        |
| <b>Part V. Our Strategic Goal Accomplishment Highlights</b>   | <b>15</b> |
| <b>Part VI. Associate in Applied Science Degree offered</b>   | <b>19</b> |
| <b>Part VII. Certificate and Basic Certificates offered</b>   | <b>19</b> |

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**Part VIII. Programs accredited or approved by external agencies** 21


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**Part IX. Apprenticeships, Internships, Clinical, and Fieldwork offered** 22


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**Part X. Key Narrative highlights of Strategic Direction Initiatives** 23

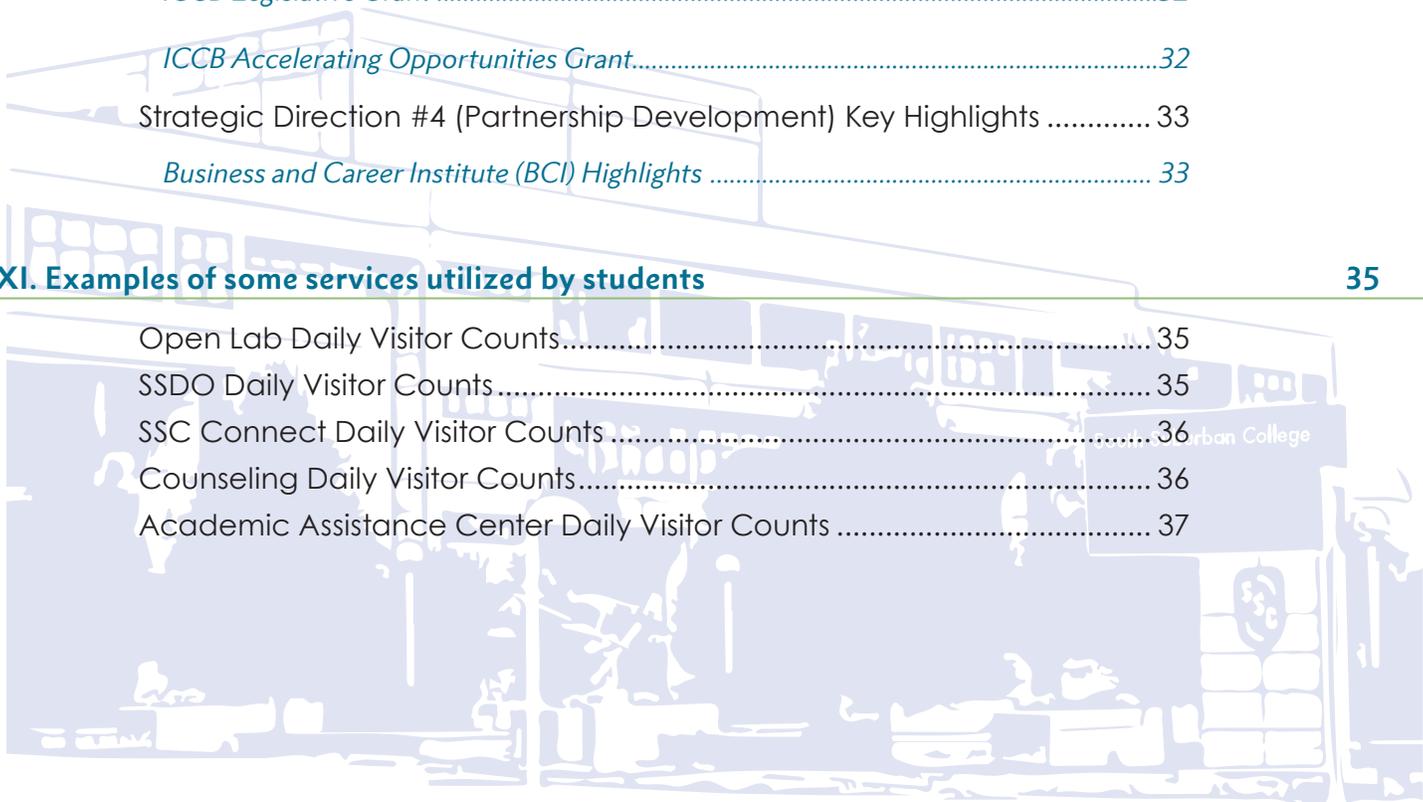

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|  |    |
|--|----|
| Strategic Direction #1 (College Readiness) Key Highlights.....         | 23 |
| <i>Developmental Math 085-093 Curriculum Redesign Initiative</i> ..... | 23 |
| SSC Math Lab and the Math 1:40 Club .....                              | 24 |
| <i>Spring 2019 semester</i> .....                                      | 24 |
| New Reading Center .....   | 25 |
| Strategic Direction #2 (Student Success and Completion) .....          | 26 |
| <i>Student Athletics</i> .....   | 26 |
| <i>Latino Welcome Center</i> .....                                     | 27 |
| <i>Dual Credit</i> .....   | 29 |
| Strategic Direction # 3 (Educational Pathways) Key Highlights .....    | 31 |
| <i>ICCB Adult Education and Family Literacy Grant</i> .....            | 31 |
| <i>SOS Adult Volunteer Literacy Grant</i> .....                        | 31 |
| <i>ICCB Legislative Grant</i> .....                                    | 32 |
| <i>ICCB Accelerating Opportunities Grant</i> .....                     | 32 |
| Strategic Direction #4 (Partnership Development) Key Highlights .....  | 33 |
| <i>Business and Career Institute (BCI) Highlights</i> .....            | 33 |

**XI. Examples of some services utilized by students** 35


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|   |    |
|---|----|
| Open Lab Daily Visitor Counts.....                    | 35 |
| SSDO Daily Visitor Counts .....                       | 35 |
| SSC Connect Daily Visitor Counts .....                | 36 |
| Counseling Daily Visitor Counts.....                  | 36 |
| Academic Assistance Center Daily Visitor Counts ..... | 37 |



# PART I: EXECUTIVE SUMMARY

This is the final report on the South Suburban College 2014-2019 Strategic Plan. The Board of Trustees approved the 2014-2019 Strategic Plan on October 9, 2019. The 2015-2019 Strategic Plan had a dual focus: supporting student success and advancing community prosperity. The plan was comprehensive, forward thinking, and aligned with the American Association of Community College's 21st Century Commission on the Future of Community College's 2012 report, Reclaiming the American Dream: Community Colleges and the Nation's Future.

The College outlined four broad strategic directions and identified a number of strategic goals associated with each of the strategic directions in the 2014-2019 Strategic Plan.

## **STRATEGIC DIRECTION #1 (COLLEGE READINESS)**

---

South Suburban College will shorten remediation time and accelerate transition to college-level coursework.

## **STRATEGIC DIRECTION # 2 (STUDENT SUCCESS AND COMPLETION)**

---

South Suburban College will engage students individually to ensure success and completion based upon best-practice models and rigorously measured through outcomes assessment.

## **STRATEGIC DIRECTION # 3 (EDUCATIONAL PATHWAYS)**

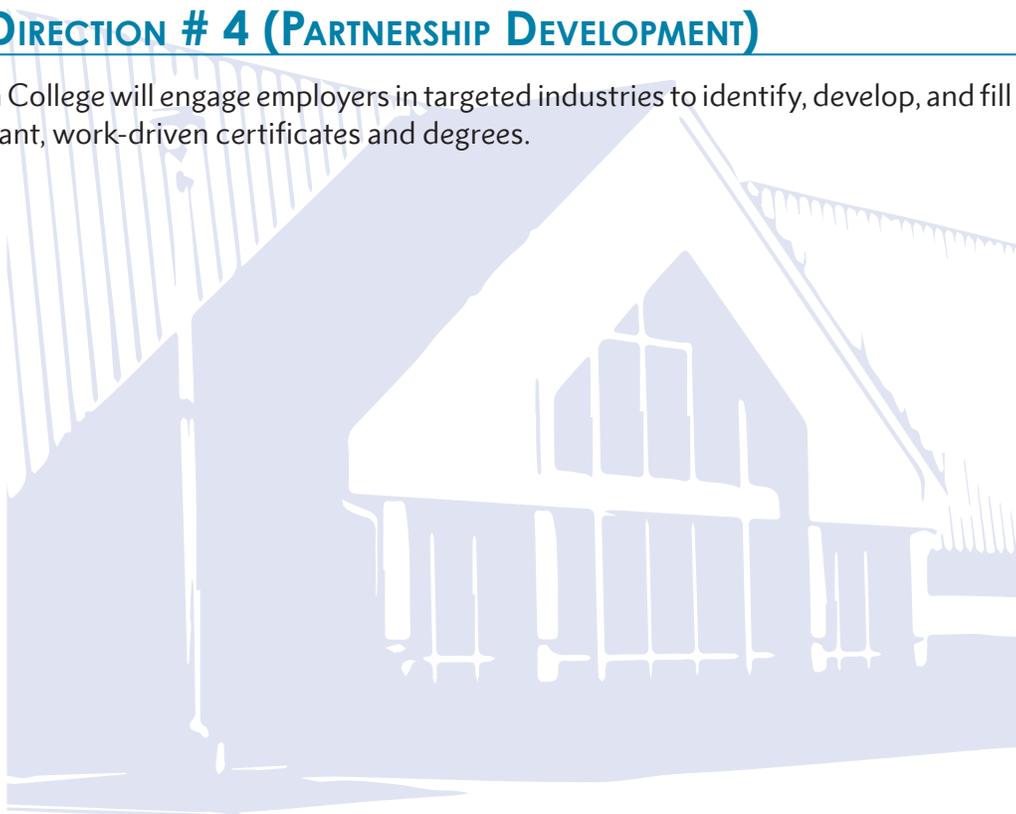
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South Suburban College will enhance collaboration with all K-12 stakeholders (district staff, guidance counselors, parents, students, etc.) to raise awareness about career opportunities at the certificate/associate degree level.

## **STRATEGIC DIRECTION # 4 (PARTNERSHIP DEVELOPMENT)**

---

South Suburban College will engage employers in targeted industries to identify, develop, and fill career pathways marked by relevant, work-driven certificates and degrees.



## STRATEGIC PLANNING MANAGEMENT AND ACCOUNTABILITY STRUCTURE

In an effort to advance the Strategic Directions identified in the 2014-2019 Strategic Plan, the College identified **Strategic Direction Leaders (SDL)** to provide executive leadership and oversight for all activities supporting a strategic direction. SDL identified resources and staff to ensure that the college supported each strategic direction. SDL were also members of the Strategic Plan Steering Committee. The College also identified **Strategic Goal Leaders (SGL)** to provide leadership and oversight on all initiatives identified within a goal. SGL monitored progress and coordinated efforts across strategy teams. SGC designed and implemented accountability plans to ensure progress advanced on goals identified in the strategic plan. Accountability plans identified timelines and outcomes. An administrator and a faculty member co-led SGL.

**Strategy Team Leaders (STL)** were responsible for leading strategy teams. Strategy teams developed and implemented actions plans. Actions plans identified specific goals, timelines, and outcomes. Faculty members and staff lead the strategy teams. The following strategic teams engaged in developing actions plans:

- Math Remediation
- English Remediation
- Reading Remediation
- Student Orientation
- Student Advising
- College Readiness
- Articulation Agreements
- Service Learning
- Community/Business Partnership
- Internship/Clinical/Apprenticeship
- Adult Education Transition
- Art/Fine Art, Music and Humanities



## PART II. COLLEGE MISSION, VISION, CORE VALUES, PRIORITY DIRECTIONS & INSTITUTIONAL GOALS

### OUR MISSION

---

The mission of South Suburban College is to Serve our Students and the Community through lifelong learning.

### OUR VISION

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South Suburban College is a welcoming, attractive, efficient, safe, transparent, and financially secure institution that fosters creative communication and synergy within the campus community and between that community and its partners.

Through innovative teaching, integration of technology, modeling sustainable practices that value the environment, cultivation of external partnerships and a culture of assessment, SSC will play a pivotal role in transforming the lives of its diverse student population.



### OUR DEDICATION

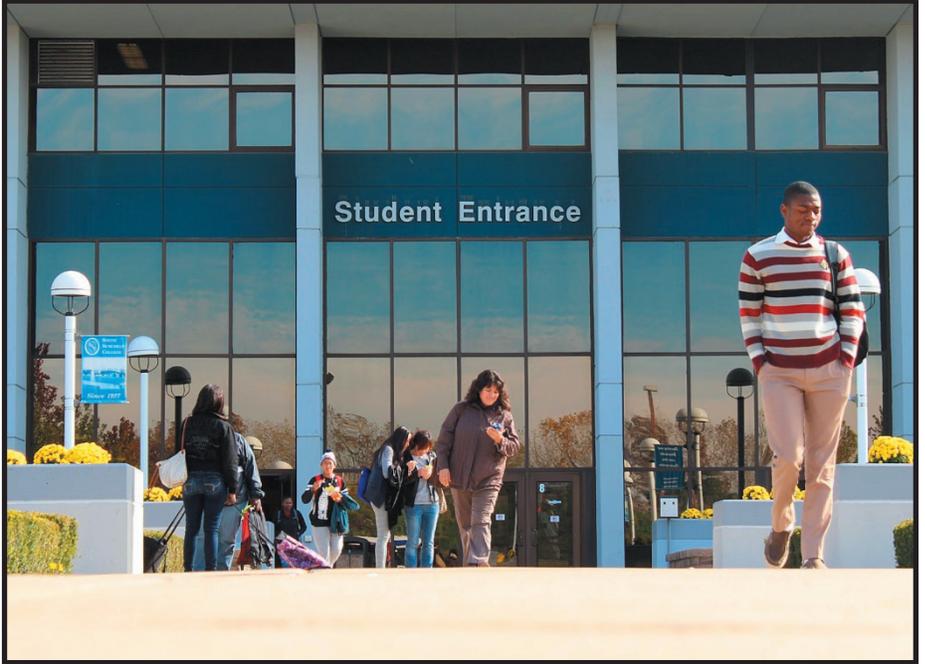
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South Suburban College is dedicated to:

- High quality education, training, and services for all individuals who have the ability to benefit from our programs.
- Providing accessible and affordable programs to a diverse community of learners
- Training is delivered in collaboration with local businesses.
- A community of staff, faculty, administrators, and students that create an environment and resources for learning.
- Up-to-date facilities and technology that help prepare students to baccalaureate programs or the job market

## OUR INSTITUTIONAL GOALS

Provide credit courses and Associate degree programs for academically prepared students to assist them in preparing for transfer to a four-year degree college or university. The College will be accountable for the quality of academic programs and the assessment of learning.



- Provide high quality, accessible and affordable credit courses and associate degree and certificate programs for academically prepared students to assist them in preparing for occupations that require career education beyond the high school level.
- Provide developmental instruction in reading, writing and mathematical skills to students requiring these skills in order to succeed in other college programs or complete a high school Equivalency program and to expand adult education.
- Increase the number and diversity of students who complete training and educational programs by providing academic advising, learning resources and supportive services, such as specialized learning assistance, for students with a wide range of academic needs.
- Partner with local businesses and industry to sustain strong economic growth and maintain a competitive workforce. The College will provide universal/technical skills to qualify community residents for employment, and will assist in business development.
- Complement classroom instruction with student opportunities through workplace internships, cooperative education and other work-based learning approaches.
- Offer activities, services, and programs that enhance student life and enrich the educational experience of the student to increase knowledge of societal and civic responsibilities in a complex society. Design and implement programs that develop student leadership, ethical decision making and international cultural understanding.
- Collaborate with area elementary and secondary school districts to develop and provide educational services to their students and staff.
- Provide high quality educational programs by utilizing quality measures as input from advisory committees, assessment of student learning outcomes, and recommendations from our accrediting agencies.
- Maintain fiscal responsibility by continuing improving productivity, cost effectiveness, and accountability.

## OUR CORE VALUES

---

### **Service**

We serve our students, partners, and the community.

### **Student-Centered Environment**

We are dedicated to student achievement and promote innovative strategies and initiatives to maximize our students' opportunity for success.

### **Community**

We value our partners in business, industry, government, school districts, and fellow educators.

### **Collaboration**

We value collaboration among SSC employees and SSC constituents.

### **Accessibility**

We offer accessible, affordable programs to a diverse community of learners.

### **Respect**

We admire differences and treat others with civility. We respect the rights, differences, and dignity of others.

### **Excellence**

We support excellence in teaching, learning, and all supportive services.

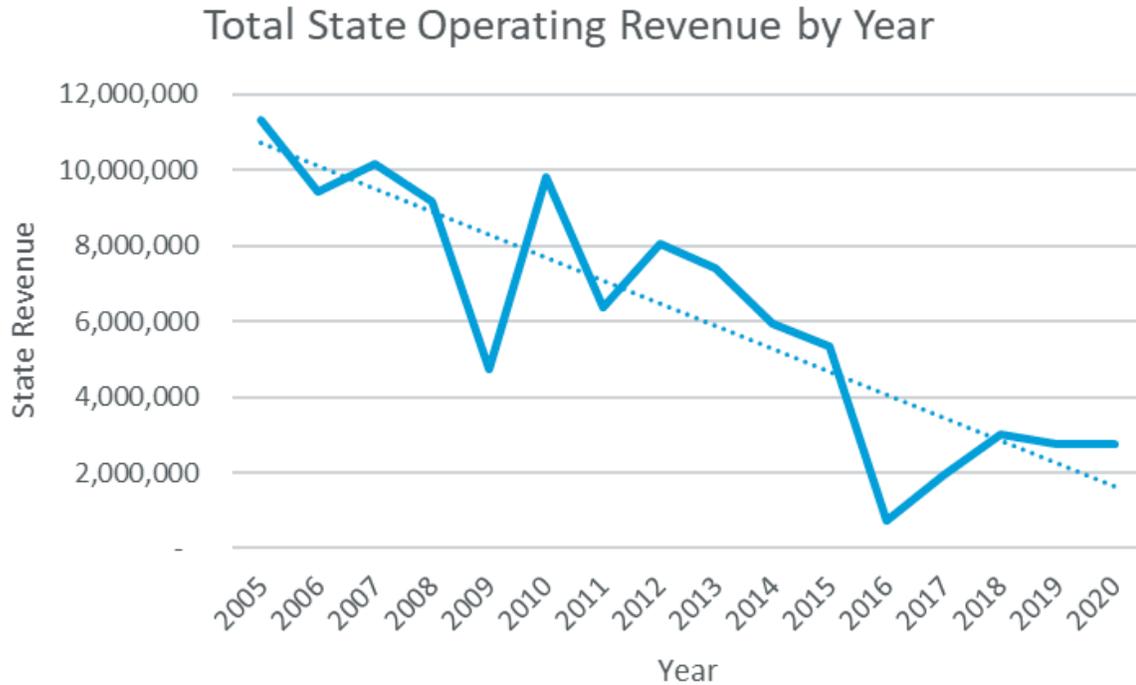
### **Sustainability**

We will be recognized for our commitment to sustainability, education and training, and the implementation of green initiatives and practices.



## PART III. CHALLENGES

### CHALLENGES- REDUCTION IN STATE OPERATING REVENUE

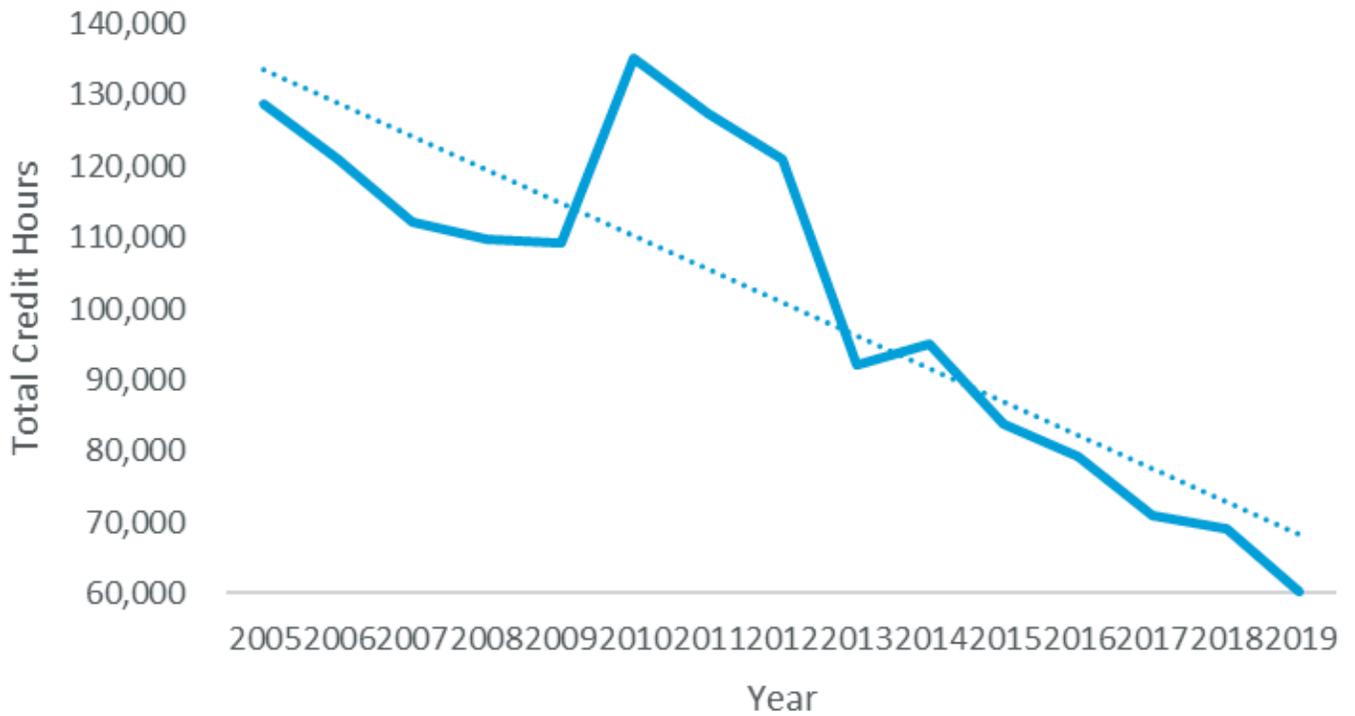


| Year | State Revenue |
|------|---------------|
| 2005 | 11,325,639    |
| 2006 | 9,429,934     |
| 2007 | 10,134,943    |
| 2008 | 9,174,074     |
| 2009 | 4,718,614     |
| 2010 | 9,792,524     |
| 2011 | 6,347,881     |
| 2012 | 8,045,234     |

| Year | State Revenue |
|------|---------------|
| 2013 | 7,410,915     |
| 2014 | 5,933,184     |
| 2015 | 5,347,012     |
| 2016 | 738,949       |
| 2017 | 1,913,988     |
| 2018 | 3,027,120     |
| 2019 | 2,742,490     |
| 2020 | 2,752,978     |

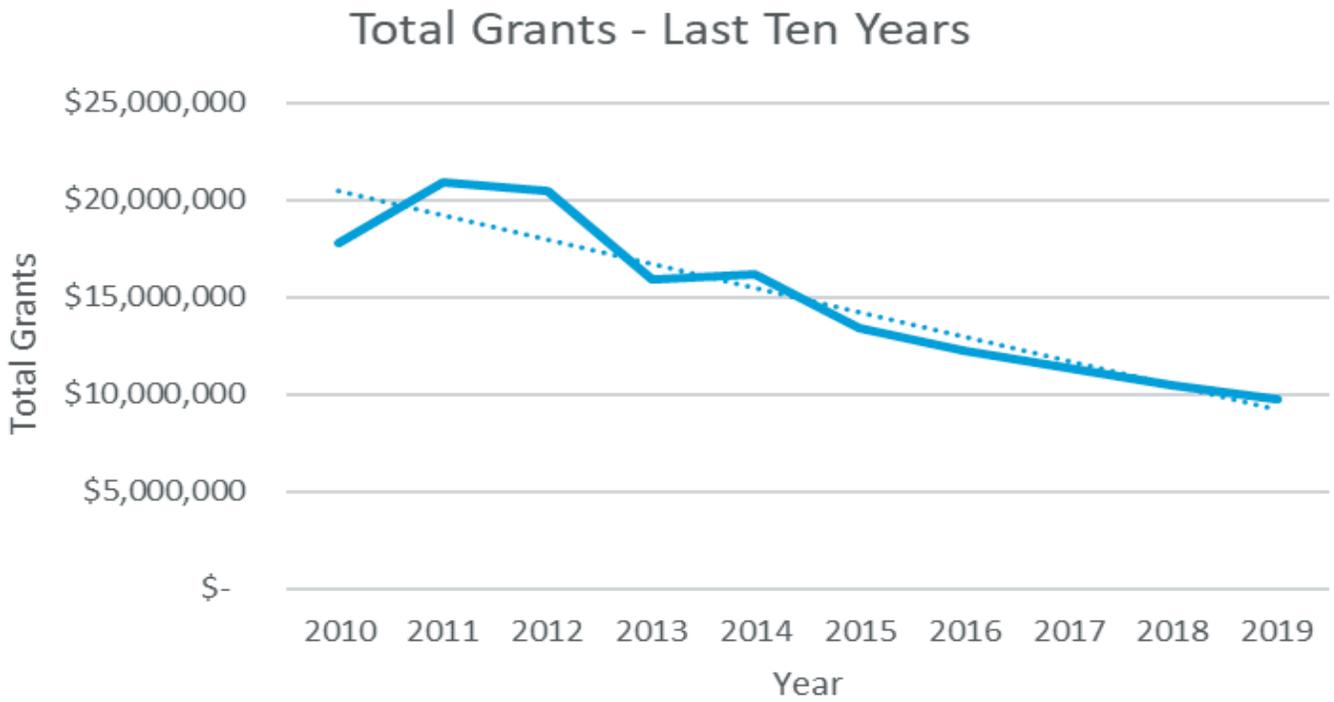
## CHALLENGES- REDUCTION IN REIMBURSABLE CREDIT HOURS

### Total Reimbursable Credit Hours by Year



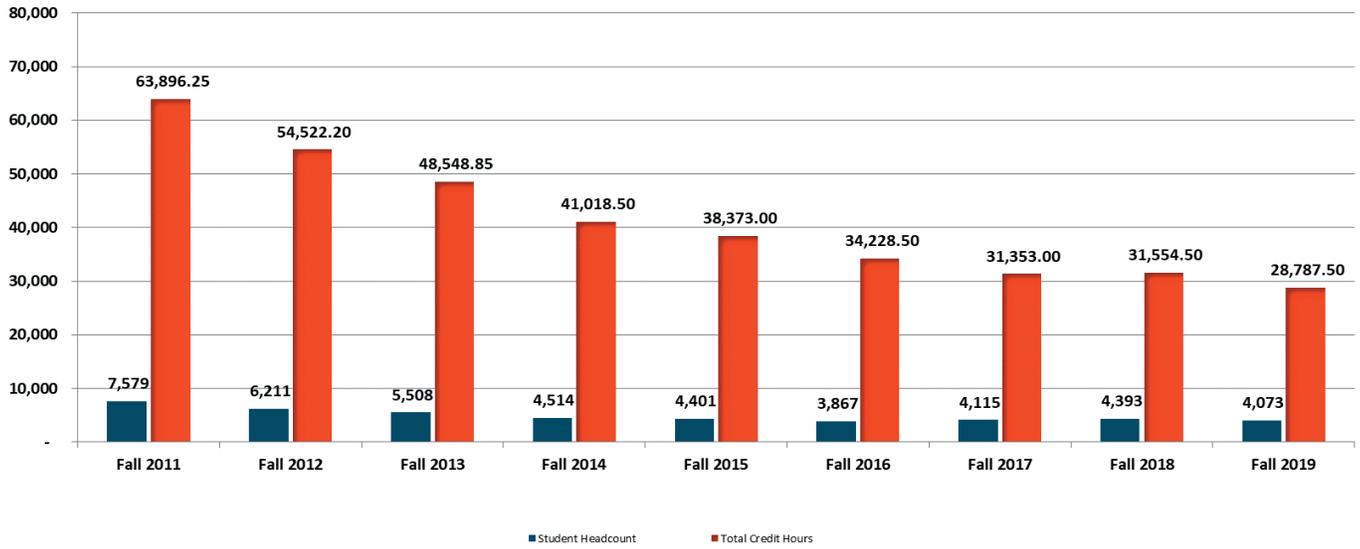
| Year | Total Reimbursable Credit by Year |
|------|-----------------------------------|
| 2005 | 128,656                           |
| 2006 | 120,892                           |
| 2007 | 112,141                           |
| 2008 | 109,832                           |
| 2009 | 109,224                           |
| 2010 | 135,199                           |
| 2011 | 127,334                           |
| 2012 | 120,923                           |
| 2013 | 92,055                            |
| 2014 | 94,974                            |
| 2015 | 83,740                            |
| 2016 | 79,338                            |
| 2017 | 70,935                            |
| 2018 | 69,122                            |
| 2019 | 60,247                            |

10 **CHALLENGES- REDUCTIONS IN GRANT FUNDING**



| Year | Total Grant Funds by Year |
|------|---------------------------|
| 2010 | \$17,810,944              |
| 2011 | \$20,930,405              |
| 2012 | \$20,425,305              |
| 2013 | \$15,918,439              |
| 2014 | \$16,135,228              |
| 2015 | \$13,435,550              |
| 2016 | \$12,229,174              |
| 2017 | \$11,358,857              |
| 2018 | \$10,500,077              |
| 2019 | \$9,710,882               |

# CHALLENGES- REDUCTION IN STUDENT ENROLLMENT

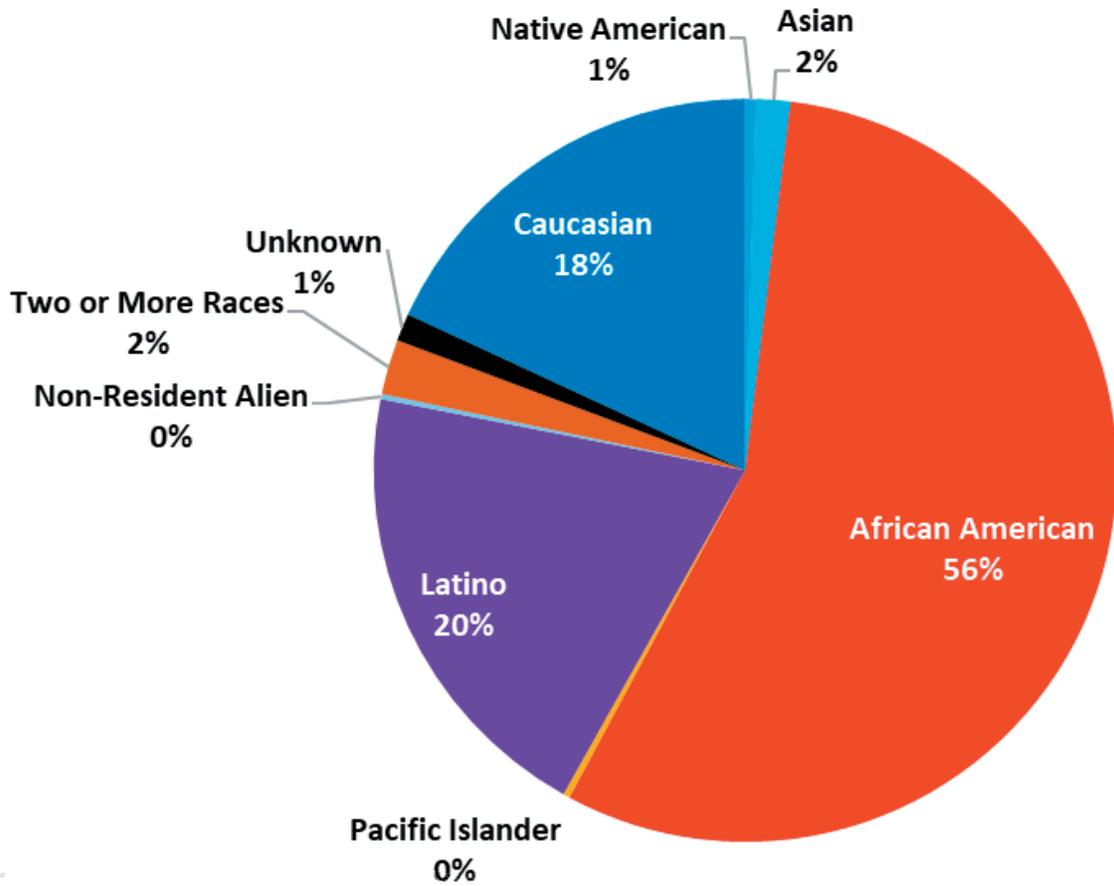


| Total Enrollment   | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Student Headcount  | 7,579     | 6,211     | 5,508     | 4,514     | 4,401     | 3,867     | 4,115     | 4,393     | 4,073     |
| Total Credit Hours | 63,896.25 | 54,522.20 | 48,548.85 | 41,018.50 | 38,373.00 | 34,228.50 | 31,353.00 | 31,554.50 | 28,787.50 |



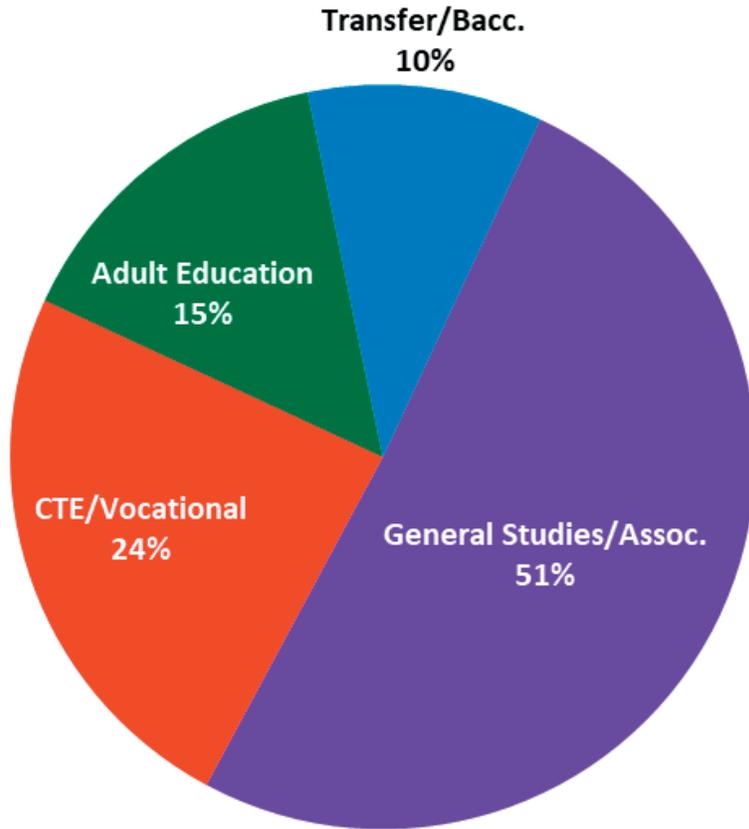
# PART IV. OUR OPPORTUNITIES

## FY 2019 ENROLLMENT BY ETHNICITY

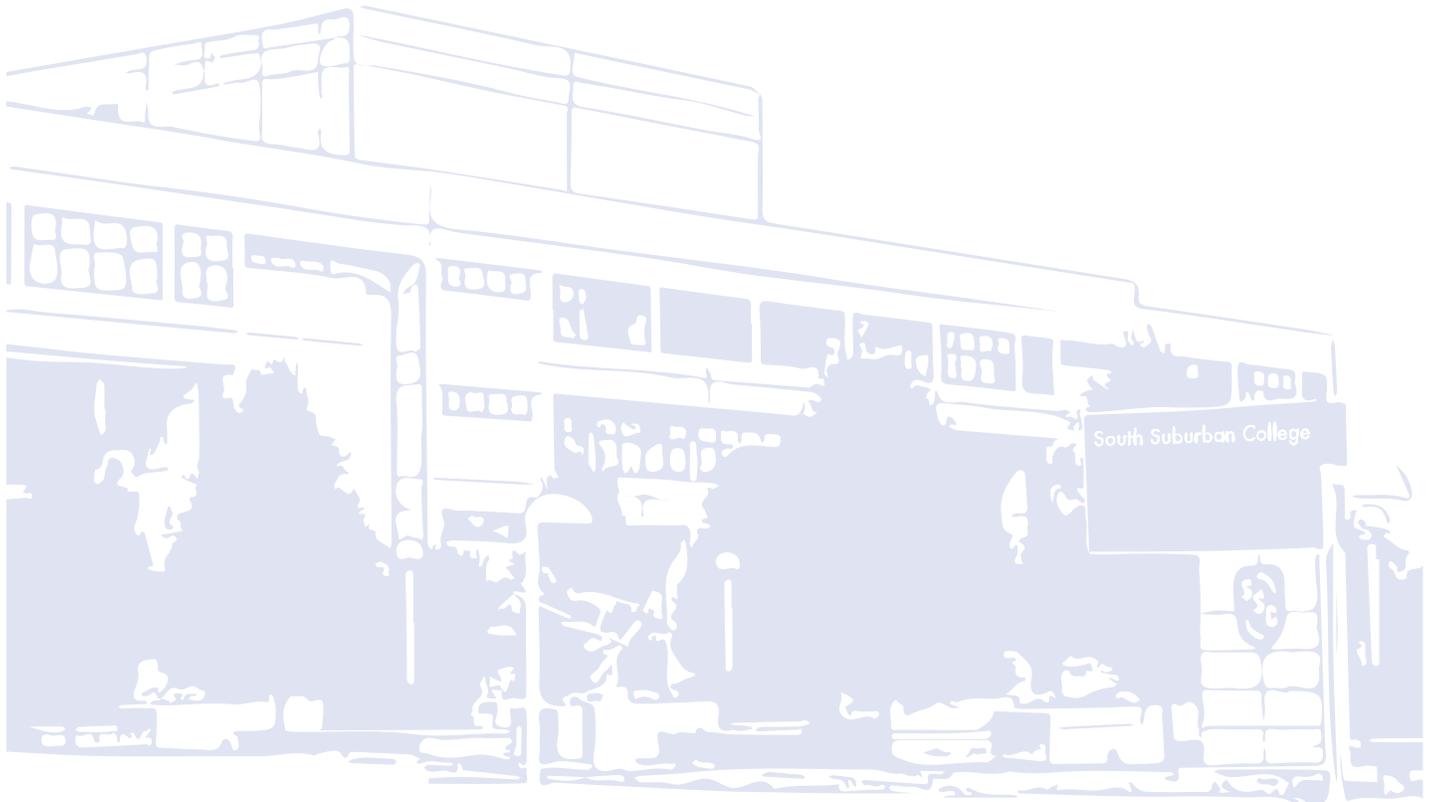
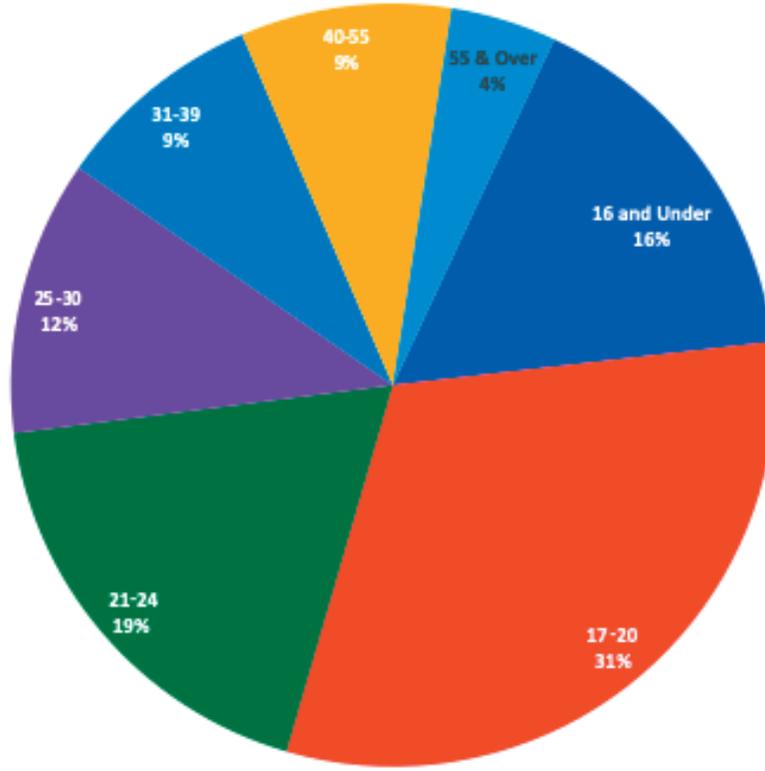


# FY 2019 ENROLLMENT BY PROGRAM AREA

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# FY 2019 ENROLLMENT BY AGE



# PART V. OUR STRATEGIC GOAL ACCOMPLISHMENT HIGHLIGHTS

| #      | Goals  | Accomplishments  |
|--------|--|--|
| CR 1.1 | <b>Develop and implement a plan to identify, assess, and place students in developmental education</b> | <p>The following represent a list of existing and new measurement tools to better assess and place students in appropriate developmental education levels.</p> <ul style="list-style-type: none"> <li>• Assessment Center</li> <li>• ALEKS PPL</li> <li>• Accuplacer</li> <li>• Accuplacer study app</li> <li>• English essay assignment placement</li> <li>• Placement Review Sessions for Incoming Students</li> <li>• Advance Placement (AP) and International Baccalaureate give high school student the opportunity to complete college level studies.</li> <li>• College-Level Examination Program – earn credit from training completed elsewhere but relevant to the student’s educational objectives</li> <li>• DANTES Examination- method by which college credit may be earned for prior knowledge acquired through independent study, non-academic classes, armed forces, or on the job experience.</li> </ul> |
| CR 1.3 | <b>Accelerate developmental education completions</b>  | <p>The following represents the strategies implemented to accelerate developmental education completion rates.</p> <ul style="list-style-type: none"> <li>• Developmental Math Curriculum Redesign</li> <li>• Academic Assistance Center Tutoring Center</li> <li>• Predominantly Black Institute Tutors</li> <li>• Retention Specialist Position</li> <li>• Reading Center</li> <li>• Math Lab</li> <li>• Math 140 Club</li> <li>• Writing Center</li> <li>• Speech Center</li> <li>• Academic Assistance Center</li> </ul>   |
| CR 1.4 | <b>Increase success in developmental education completion</b>  | <ul style="list-style-type: none"> <li>• Developmental Math Curriculum Redesign</li> <li>• Academic Assistance Center Tutoring Center</li> <li>• Predominantly Black Institute Tutors</li> <li>• Retention Specialist Position</li> <li>• Reading Center</li> <li>• Math Lab</li> </ul>  |

| #       | Goals  | Accomplishments  |
|---------|--|--|
| SSC 2.1 | <p><b>Provide credit courses and associate degrees programs for an academically prepared student body to assist them in preparing for effective transfer to baccalaureate programs or placement directly to the job market. The college will be accountable for the quality of academic programs and utilization of assessment data for effective instructional changes.</b></p> | <ul style="list-style-type: none"> <li>• South Suburban College received certificate of recognition from the Illinois College Board for the period December 1, 2017 - December 1, 2022. This Certificate of Recognition is issued as evidence that the educational program of the district meets the criteria and standards prescribed by the Illinois Community Board.</li> <li>• South Suburban College received a 10 year reaffirmation of Accreditation from the Higher Learning Commission in 2019. Year of next reaffirmation of accreditation is 2028-2029. The college is an Open Pathway Institution</li> <li>• The college offers six types of associate degrees which are an Associate in Art (A.A.), Associate in Science (A.S.), Associate in Fine Arts with Concentration in Music or Associate in Fine Arts with Concentration in Art (A.F.A.), Associate in Engineering Science (A.E.S.), Associate of Applied Science (A.A.S), and Associate in General Studies (A.G.S.).</li> <li>• South Suburban College has thirteen programs that are accredited or approved by external agencies. See list of external agencies.</li> </ul> |
| SSC 2.2 | <p><b>Provide high quality, accessible and affordable credit courses and associate degrees and certificate programs for a diverse academically prepared student body to assist them in preparing for occupations that require career education beyond high level school levels.</b></p>  | <ul style="list-style-type: none"> <li>• South Suburban College received certificate of recognition from the Illinois College Board for the period December 1, 2017 - December 1, 2022. This Certificate of Recognition is issued as evidence that the educational program of the district meets the criteria and standards prescribed by the Illinois Community Board.</li> <li>• South Suburban College received a 10 year reaffirmation of Accreditation from the Higher Learning Commission in 2019. Year of next reaffirmation of accreditation is 2028-2029. The college is an Open Pathway Institution.</li> <li>• The college offers a wide array of Associate in Applied Science Degrees. See Associate in Applied Science degrees offered by the college.</li> <li>• The college offers a wide array of Certificates and Basic Certificates. See Certificates and Basic Certificates offered by the college.</li> </ul>  |
| SSC 2.3 | <p><b>Design and Implement programs that develop student leadership, ethical decision-making, and international cultural understanding</b></p>   | <ul style="list-style-type: none"> <li>• Study Abroad Program</li> <li>• Student Leadership Programs</li> <li>• Workshop Wednesdays</li> <li>• Student-Athlete Orientation/Meetings</li> <li>• Student-Athlete Community Service</li> </ul>  |
| SSC 2.4 | <p><b>Provide student orientation and create opportunities for student to develop skills for success.</b></p>  | <ul style="list-style-type: none"> <li>• Face-to-face orientation pilot (Fall 2019)</li> <li>• Redesign of Overview for College Success Course to offer greater support for student success- Fall 2020</li> <li>• Design of a new 3-hour first experience course- Fall 2020</li> <li>• Academic Survival Skills</li> <li>• Student-Athlete Tutoring</li> </ul>   |

| #       | Goals  | Accomplishments  |
|---------|--|--|
| SSC 2.5 | <b>Provide early and continuous pathway advising, ensuring that all students enter a pathway as early as possible.</b> | <ul style="list-style-type: none"> <li>• New Student Orientation</li> <li>• Resource Fairs</li> <li>• Transfer Talks</li> <li>• Transfer Days</li> <li>• Student-Athlete Orientation</li> <li>• Student-Athlete Advising and Monitoring</li> </ul>   |
| SSC 2.6 | <b>Engage students in all aspects of their college experience.</b>   | <ul style="list-style-type: none"> <li>• SSC Circle</li> <li>• Club Day</li> <li>• Welcome Celebrations</li> <li>• SSC Veterans Center</li> <li>• Student Athlete Orientation</li> <li>• Student –Athlete Tutoring</li> <li>• Student-Athlete Advising and Monitoring</li> <li>• Students participation on Athletic teams.</li> <li>• Improved processes to reduce registration barriers</li> <li>• Improved processes to reduce financial barriers</li> </ul> |
| SSC 2.7 | <b>Integrate advising into every students' ongoing experience</b>  | <ul style="list-style-type: none"> <li>• Academic survival skills</li> <li>• Overview for College Success Course</li> <li>• Career Fairs</li> <li>• Transfer Fairs</li> <li>• Athletic Advising</li> </ul>   |
| SSC 2.8 | <b>Leverage technology to monitor student progress and intervene when appropriate with intrusive support</b>           | <ul style="list-style-type: none"> <li>• Retention Alert System</li> <li>• Athlete Progress Reports</li> <li>• Retention Specialist Position</li> </ul>  |
| SSC 2.9 | <b>Celebrate student success milestones</b>  | <ul style="list-style-type: none"> <li>• Student Leadership Awards Ceremony</li> <li>• Commencement</li> <li>• Latino Center End of the Year Celebration</li> <li>• Retention Alert System</li> <li>• Honors Program</li> <li>• PTK Induction Ceremony</li> <li>• Student- Athlete Recognition</li> </ul>  |

| #        | Goals  | Accomplishments   |
|----------|--|---|
| SSC 2.10 | <b>Incorporate hands-on learning through apprenticeships, internships, clinical placements, fieldwork, service learning</b>  | <ul style="list-style-type: none"> <li>• Service Learning Program- an instructional method that combines service in the community with academic learning in the classroom wherein the objectives of the course are linked to service learning.</li> <li>• The college offers a wide array of apprenticeships, internships, clinical placements, and fieldwork See apprenticeships, internship, clinical placement, and fieldwork offered by the college.</li> <li>• Examples of internships include early childhood education, graphic design, addiction studies, criminal justice, paralegal, court reporting, pharmacy technician, and phlebotomy internships. Examples of clinical experiences include echocardiography, radiology, magnetic resonance imaging, and speech pathology. A fieldwork experience example includes Occupational Therapy.</li> </ul> |
| SSC 2.12 | <b>Establish reverse transfer processes that apply university credits towards associate degrees that can be awarded after transfer</b>                                       | <ul style="list-style-type: none"> <li>• Identified most common transfer institutions through National Clearing House</li> <li>• Partnership with Governors State University to establish process for reverse transfer</li> </ul>   |
| SSC 2.16 | <b>Develop and implement a plan to review and examine internal processes that may improve or impede student completion and success.</b>                                      | <ul style="list-style-type: none"> <li>• Registration Task Force</li> <li>• Strategic Enrollment Management Team</li> <li>• Revised Student-Athlete Intake Process</li> <li>• Persistence and Completion Academy</li> </ul>   |
| SSC 2.18 | <b>Develop grant initiatives to secure support from government and private sources to meet funding requirements and partnerships needs of the strategic plan activities.</b> | <p>Received a total of \$73,369,768 million in Federal and State grants for the period of 2014-2019.</p> <ul style="list-style-type: none"> <li>• Perkins Grant</li> <li>• PBI Grant</li> <li>• Workforce Equity Grant</li> </ul>   |
| EP 3.3   | <b>Develop educational pathways/dual enrollment programs for high school students and pathways for adults</b>  | <ul style="list-style-type: none"> <li>• Dual Credit Classes</li> <li>• Dual Enrollment Course offerings</li> <li>• Informational sessions for Outlook Academy and Delta Academy</li> </ul>   |
| PD 4.1   | <b>Engage in community and partnerships to develop programs and enhance existing programs in career programs</b>   | <ul style="list-style-type: none"> <li>• The college offers a wide array of Associate in Applied Science Degrees. See Associate in Applied Science degrees offered by the college.</li> <li>• The college offers a wide array of Certificates and Basic Certificates. See Certificates and Basic Certificates offered by the college.</li> <li>• Business &amp; Career Institute</li> <li>• Customized Corporate Training</li> <li>• Licensure and Certification Testing Center</li> <li>• Workforce Development</li> </ul>   |

## PART VI. ASSOCIATE IN APPLIED SCIENCE DEGREE OFFERED

|   |   |   |
|---|---|---|
| Accounting  | Computer Aided Design Mechanical Engineering Technology | Marketing-Management                        |
| Accounting Systems: Information Management                              | Court Reporting/ Verbatim Technology                    | Marketing –Management Fashion Merchandising |
| Applied Engineering Technology  | Correction Officer/Youth Supervisor                     | Nursing                                     |
| Building Code Enforcement   | Criminal Justice  | Networking and Computer Network             |
| Building Construction Technology  | Early Childhood Education                               | Occupational Therapy Assistant              |
| Business Administration   | Echocardiography  | Paralegal/Legal Assistant                   |
| Community Health Care Worker  | Electronics Engineering Technology                      | Radiologic Technology                       |
| Computer-Aided Design   | Graphics Design   | Speech Language Pathology                   |
| Computer Aided Design Architectural Engineering Construction Technology | Human Services  | Teacher Aide Special Education Associate    |
|   | Manager-Manager/Supervisor                              | Web Master                                  |
|   | Management Information Systems                          |   |

## PART VII. CERTIFICATE AND BASIC CERTIFICATES OFFERED

|   |   |  |
|---|---|--|
| Accounting Certificate                            | Building Rehabilitation Basic Certificate                                     | Computer- Aided Mechanical Engineering Technology          |
| Accounting Paraprofessional Basic Certificate     | Construction Supervisor and Management Basic Certificate                      | Computer-Aided Design Mechanical Basic Certificate         |
| Tax Preparer Basic Certificate                    | Green Building Construction Basic Certificate                                 | Computer-Aided Design Advance Mechanical Basic Certificate |
| Building Code Enforcement Certificate             | Home Maintenance Basic Certificate  | Cisco Network Technician Basic Certificate                 |
| Concrete and Framing Inspection Basic Certificate | HVACR Technician Certificate  | A+ Technician Prep Basic Certificate                       |
| Plumbing Inspection Basic Certificate             | Coding Specialist Certificate   | Cabling Technician Basic Certificate                       |
| Mechanical Inspections Basic Certificate          | Community Health Worker Certificate   | Early Childhood Level II Basic Certificate                 |
| Electrical Inspections Basic Certificate          | Community Health Worker Basic Certificate                                     | Early Childhood Level III Basic Certificate                |
| New Residential Construction Basic Certificate    | Computer –Aided Architectural Engineering Construction Technology Certificate | Electronics Engineering Technology Basic Certificate       |



Emergency Medical Technician Basic Certificate

Emergency Medical Services Paramedic Certificate

Graphic Design Adobe Creation Suite Certificate

Addiction Counseling Basic Certificate

Sing Language Basic Certificate

Magnetic Resonance Imaging Program Basic Certificate

Management-Manager/Supervisor Certificate

Management Small Business Management/Entrepreneurship Certificate

Entrepreneurship Basic Certificate

Help Desk Certificate

Network Technician Basic Certificate

Microsoft Network Technician Basic

Certificate

Microcomputer Programming Basic Certificate

Programming for Windows Basic Certificate

Web Programming Basic Certificate

Manufacturing Basics Certificate

Maintenance Technology I Certificate

Maintenance Technology II Certificate

Marketing-Management Certificate

Retailing Basic Certificate

Marketing –Management Fashion Merchandising Certificate

Fashion Merchandising Basic Certificate

Basic Nursing Assistant Program Basic Certificate

Administrative Support Certificate

Basic Office Skills Basic Certificate

Microsoft Office Suite Tools Basic Certificate

Paralegal/Legal Assistant Certificate

Pharmacy Technician Certificate

Phlebotomy Certificate

Real Estate Basic Certificate

Multi-process Welding Certificate

Shielded Metal Arc Welding Certificate

Gas Metal Arc Welding Certificate

Gas Tungsten Arc Welding Certificate

## PART VIII. PROGRAMS ACCREDITED OR APPROVED BY EXTERNAL AGENCIES

| Program                                    | External Agency   |
|--|---|
| Associate Degree in Nursing                | Illinois Department of Financial & Professional Regulation (IDFPR) – Approved Only  |
| Coding Specialist                          | American Health Information-Management Association- Professional Certificate Approval Program(AHIMA) (PCAP)   |
| Court Reporting                            | National Court Reporters Association  |
| Echocardiography                           | Commission on Accreditation of Allied Health Education Programs (CAAHEP)/ Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT)                      |
| Emergency Medical Services                 | Committee on Accreditation of Education Programs for the Emergency Medical Services Professionals (COAEMSP)<br>Illinois Department of Public Health (IDPH)- Approved Only |
| Emergency Medical Technician               | Illinois Department of Public Health (IDPH)-Approved Only   |
| Medical Assistant                          | American Medical Technologist (AMT)- Approved Only  |
| Occupational Therapy Assistant             | Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE) and the Illinois Department of Professional Regulations |
| Paralegal                                  | American Bar Association  |
| Pharmacy Technician                        | American Society of Health –Systems Pharmacist (ASHP) and the Accreditation Council for Pharmacy Education (ACPE)   |
| Phlebotomy                                 | National Accrediting Agency for Clinical Laboratory Services (NAACLS)- Approved Only  |
| Speech Language Pathology Assistant (SLPA) | Illinois Department of Financial & Professional Regulation (IDFPR)- Approve Only  |
| Addiction Counseling                       | Illinois Alcohol & Other Drug Addiction Counselor Professional Certification Association (IAODAPCA)   |

## PART IX. APPRENTICESHIPS, INTERNSHIPS, CLINICAL, AND FIELDWORK OFFERED

Accounting Internship

Art Internship

Building Code Enforcement Internship

Pre-Apprenticeship Training

Business Internship

Marketing Management Internships

Child Development Internships

Community Health Worker Fieldwork

Court Reporting Practicum

Criminal Justice Fieldwork

Theatre Practicum

Echo Clinical

Emergency Medical Services Paramedic Field Internships

Human Services Internship

Addiction Studies Internships

Magnetic Resonance Imaging Clinical Education

Manufacturing Internships

Medical Assistant Externship

Nursing Clinical

Occupational Therapy Assistant Internships

Administrative Support Internships

Paralegal/Legal Assistant Internship

Pharmacy Technician Internships

Phlebotomy Internships

Radiologic Technology Clinical Education

Speech Language Pathology Assistant Clinical Fieldwork

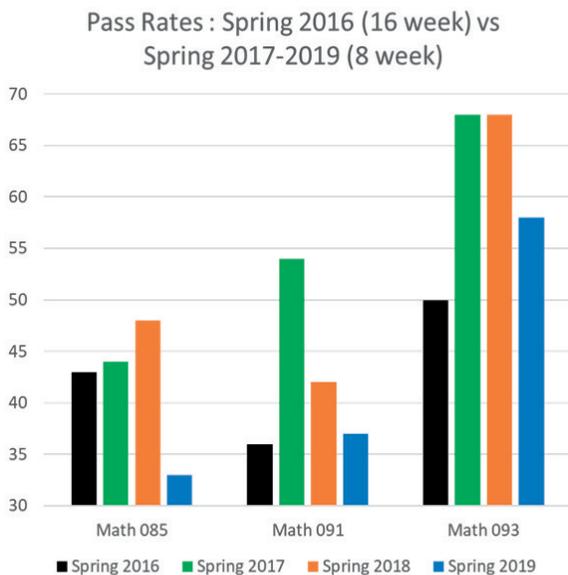


# PART X. KEY NARRATIVE HIGHLIGHTS OF STRATEGIC DIRECTION INITIATIVES

## STRATEGIC DIRECTION #1 (COLLEGE READINESS) KEY HIGHLIGHTS

### Developmental Math 085-093 Curriculum Redesign Initiative

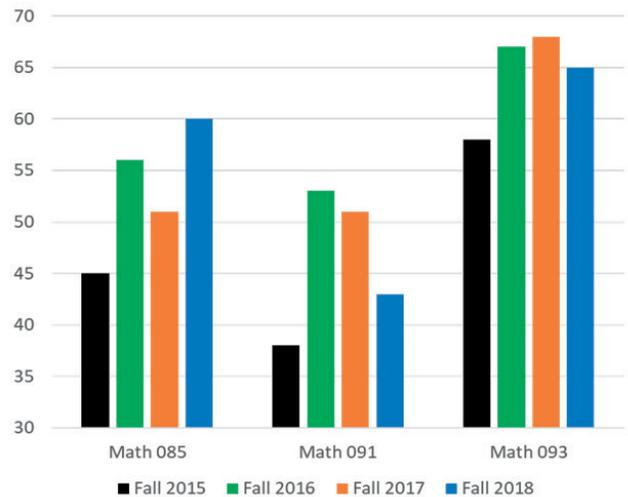
The math department faculty, in an effort to streamline SSC's lowest developmental math courses (Math 085, Math 091, and Math 093), redesigned the curriculum to accelerate students' progress and completion in these math developmental courses. Courses were reduced from three credit to two credits. Courses were reduced from sixteen weeks to eight weeks. One custom book was used for all three courses. Each course was available during the first half and second half of the semester to accelerate progress and completion. The redesigned curriculum allowed students to complete two developmental courses during a single semester.



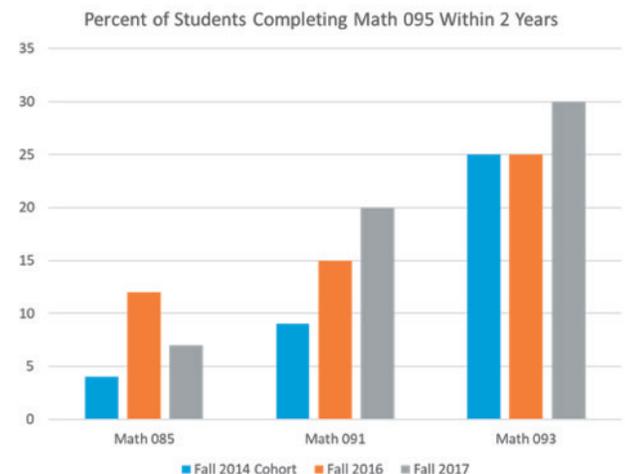
Initial data shows that the math redesign has been working as intended:

- Pass rates have increased
- Persistence through Math 095 has increased
- The time spent in these courses has generally decreased, with dozens of students each semester taking advantage of the 8- week format by passing two courses in a single semester.

Pass Rates : Fall 2015 (16 week) vs Fall 2016-2018 (8 week)



The benchmark for success for students placing into Math 085, 091, or 093 is whether the students are able to pass Math 095 in a reasonable amount of time. Math 095 is beginning Algebra and essential for all of our students to have the necessary skill set to move onto higher level math courses. The graph below shows that when compared to students from Fall 2014( the last cohort of students that would have had two years under the old 16-week format , cohorts under the newer 8-week format are passing Math 095 within 2 years at a moderately increased rate.



## SSC MATH LAB AND THE MATH 1:40 CLUB

The South Suburban College Math Lab opened during the second week of the Spring 2019 semester. The math lab has been discussed within the math department for several years but the securing of funding via the Predominantly Black Institution Grant (PBI) allowed SSC's new math lab to come to fruition in 2019.

The benefits of the new math lab are three-fold:

- The math lab serves as an additional student assistance center focused primarily on upper level math courses. Students in all math courses, however, are welcome to utilize the resources available in the math lab. The Math 1:40 Club is a student support resource offered by the math department focused on assisting developmental math students. The math lab provides a place where upper level students may find a faculty tutor who is capable of helping them with any and all of their math coursework including more specialized mathematics such as statistics, trigonometry, and calculus, along with some of the topics taught in our MTH115 – General Education Mathematics course.
- The math lab serves as a space whereby assistance with placement remediation is provided. In 2017 South Suburban College began administering its math placement test for its students via ALEKS PPL. This placement test provides not only multiple attempts at the placement test but also has a built-in remediation system individualized to meet every student's needs based on the results of his/her first placement exam. While the included remediation is robust (including problem sets, examples, video lectures, and so on), many students prefer one-on-one assistance. The math lab also serves as a place where students seeking to improve his/her placement before enrolling in a course can go to receive one-on-one help with one of the faculty tutors.
- The math lab also assists students enrolled in online/hybrid courses: South Suburban College has several sections of online and hybrid math courses every semester. The math lab provides students a place to go where they can log into the specific course management software the instructor is using (generally ALEKS, Cengage WebAssign, MyMathLab, or MyStatsLab) and receive assistance from a faculty tutor who is familiar with both the material and the software.

Initial data for the math lab for the 2019 Spring semesters demonstrates that the math lab is being utilized by our students.

### Spring 2019 semester

- 110 individual students made use of the lab
- 565 total visits to the lab
- Approximately 2 out of every 3 students who visited the lab did so multiple times.
- Over 600 total hours of tutoring delivered to students.
- Students from Math 085, 091, 093, 095, 097, 100, 115, 126, 165, 169, 180 and 190 visited the math lab.
- 56% of visits to the math lab were from students in developmental courses, 39% from college level, and the remaining 5% were for placement remediation/other
- An average of about 8 visits per day and 37 visits per week
- 6 faculty tutors providing 22 open lab hours per week, Monday through Friday
- Faculty assisted students with topics ranging from basic arithmetic and algebra to differentiation and integration and everything between, along with probability, statistics, set theory, graph theory, and financial mathematics
- Students sought remediation assistance via ALEKS PPL in an attempt to improve their placement score. One student as an example was able to successfully improve the placement score from MTH091 to MTH093;
- 2 students sought help preparing for the HESI exam (Nursing)

## NEW READING CENTER



The Reading Center is a vital new resource for students attending South Suburban College. The center provides services for students enrolled in developmental reading classes. In addition, the Reading Center provides expert instruction in several content areas such as Social Science, English, Speech, Biology, and Occupational Therapy. The Reading Center focuses on several major services including the development of critical study skills, reading strategies, and reading speed. The Reading Center is a central resource for improving reading comprehension on campus and in the community. Study after study provides evidence that proficient reading skills are an essential and significant measure of college

academic success and workforce competence. One of the primary objectives to offering the Reading Center, via a PBI (Predominantly Black Institution) grant is to provide reading and comprehension strategies along with skill building techniques to African American male students.

|                            | Fall 2018 | Spring 2019 |
|----------------------------|-----------|-------------|
| <b>Total # of Students</b> | 78        | 108         |
| <b>Total # of Visits</b>   | 63        | 44          |
| <b># of Repeat Visits</b>  | 33        | 75          |
| <b># of Tutors</b>         | 4         | 11          |

|                | 2018-19 Students Moved up | 2019 Students Moved Up | 2020SP Students Moved Up |
|----------------|---------------------------|------------------------|--------------------------|
| <b>RDG 080</b> | 41 (54%)                  | 4 (5%)                 | 2 (12.5%)                |
| <b>RDG 081</b> | 21 (20%)                  | 16 (9%)                | 5 (4.5%)                 |
| <b>RDG 082</b> | 28 (18%)                  | 25 (17%)               | 18 (12.5%)               |

### KEY HIGHLIGHTS



### Student Athletics

During the years 2014- 2019, SSC had six hundred and ninety three student athletes participate in the Athletic Academic Advising and Monitoring program. Six hundred and eighty two student-athletes successfully passed their classes (students-athletes had at least a 2.0 GPA in at least 12 hours). The pass rate was 682/693 (98.4%).





## Latino Welcome Center

South Suburban College's Latino Center is a central resource for Latinos on campus and in the community. Its primary objective is to provide information, services and support. The Latino Center is committed to help build an informed vibrant Latino community at SSC where Latinos feel valued and supported.

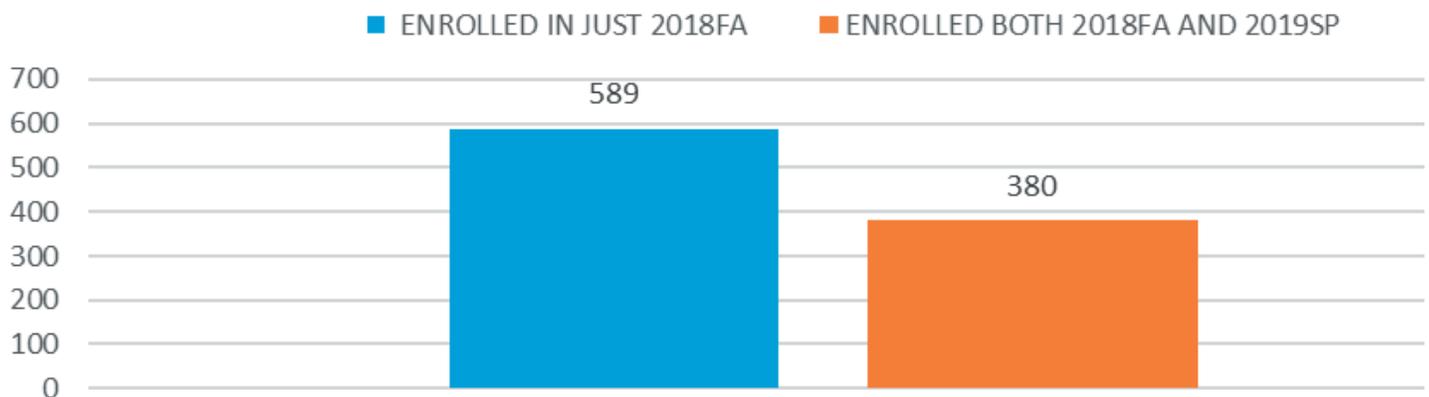
The Center provides excellent customer service to prospective and current students and parents by providing interpretation (English/Spanish), information and resources.

- There is a "live voice" at the other end of the phone when a caller to SSC "presses 4 for Spanish".
- Escorts prospective and current students and parents from office to office ensuring they understand the process and have the information in their native tongue.
- Interpretation services for college programs/departments on-demand.
- In collaboration with the College, staff provides informational sessions for parents/students in Spanish.
- Creates and maintains a scholarship data-base for Latino students, specifically for Undocumented-DREAMer students.

For the Period of January 2018 – December 2018- 840 interested individuals utilized the Latino Center.

Latino Center staff members contacted the following student groups:

Primary ethnicity is Hispanic, registered for credit courses 2018FA, not registered for credit courses 2019SP effort to improve student retention:



Students Retained 65%

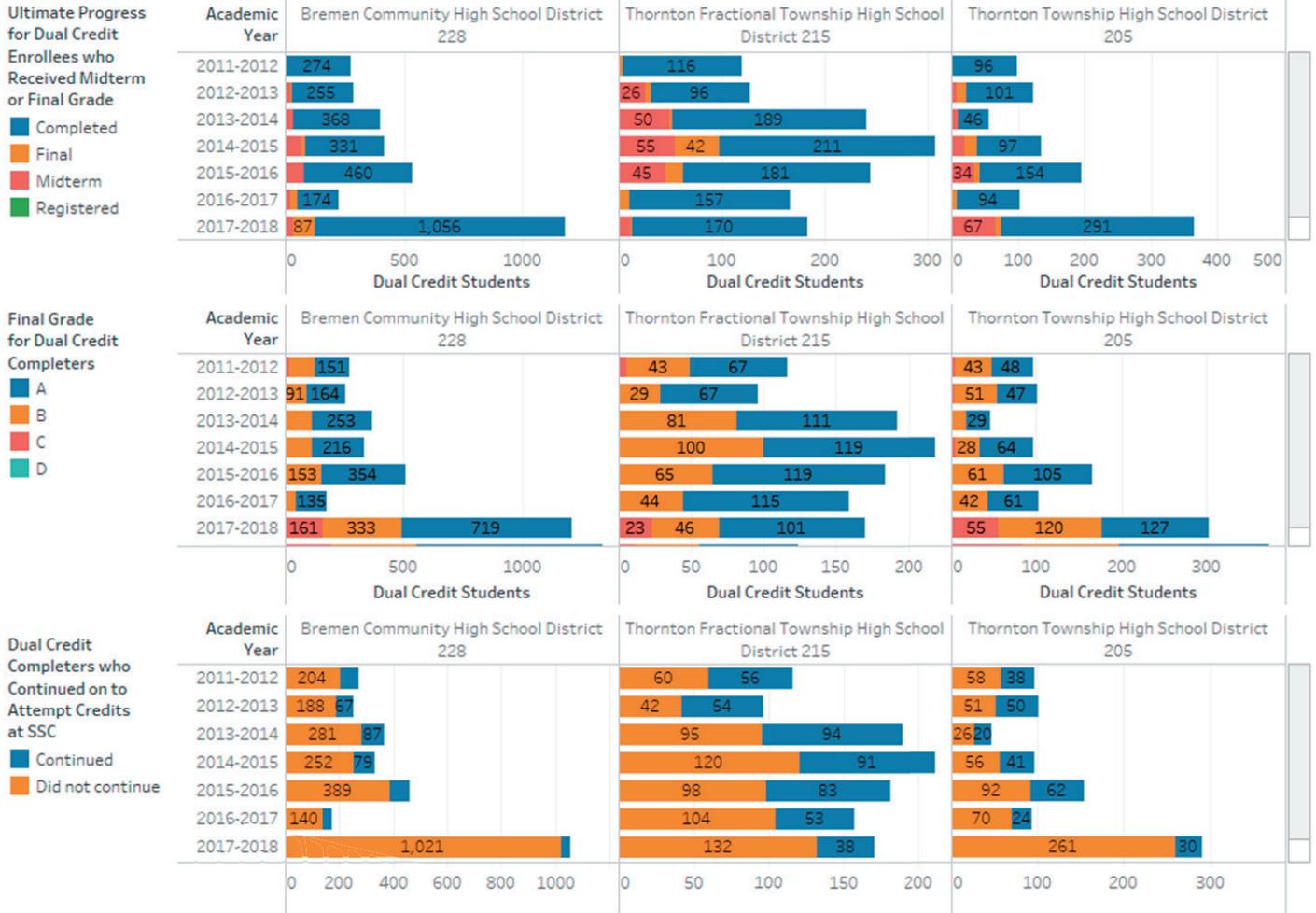
The “End of the Year Celebration” is an annual event hosted by the Latino Center in collaboration with the Parents Group, United Parents for Success.” This event celebrates Latino Excellence by recognizing the accomplishments of South Suburban College’s Latino students and acknowledging their families for the support provided to them. Recent graduates and students that maintained a GPA of 3.5 or higher are recognized during this ceremony. Below are some highlights from the participants.

| Year | Academic Achievement Awards | Graduates |
|------|-----------------------------|-----------|
| 2018 | 15                          | 12        |
| 2019 | 32                          | 8         |



# Dual Credit

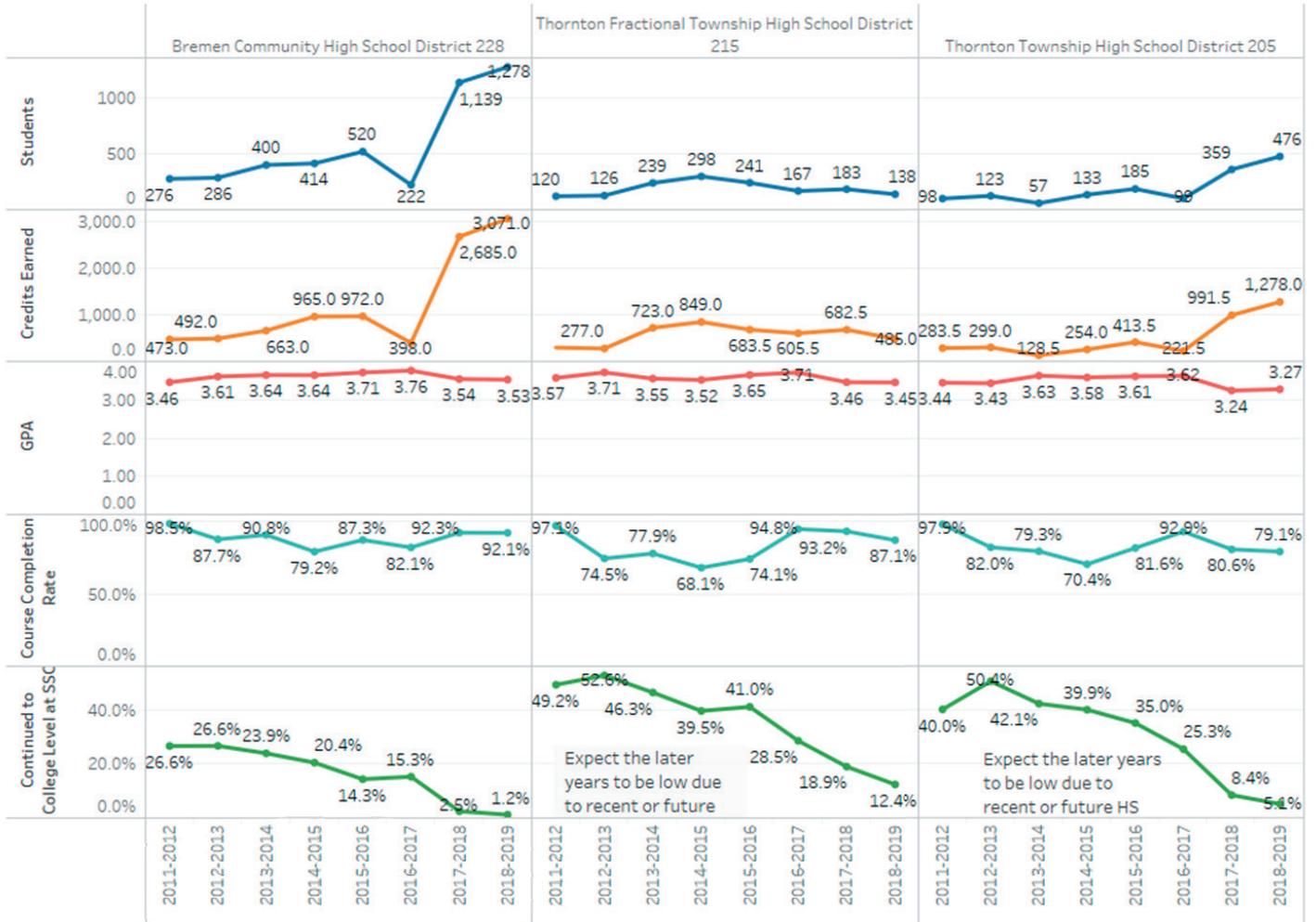
## Dual Credit Student Overview (excludes incomplete terms)



created by Jakob Breving-Johnson  
Information Technology

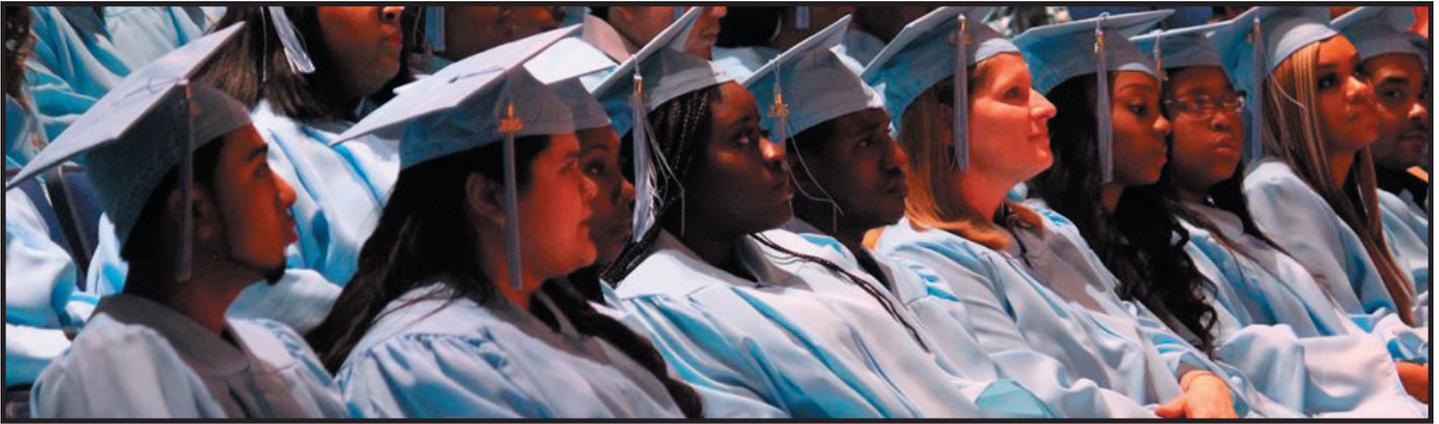


## Dual Credit Student Performance



created by Jakob Breving-Johnson  
Information Technology





## STRATEGIC DIRECTION # 3 (EDUCATIONAL PATHWAYS) KEY HIGHLIGHTS

### ICCB Adult Education and Family Literacy Grant

**Grant Period: FY15 – FY19**

**Total Award: \$4,752,165**

**Students Served: 3,398**

From FY15 – FY19 the Adult Education department has served 3,398 students through ICCB's AEFL Grant. This grant provides High School Equivalency and English as a Second Language classes to students throughout our community college district. Over the past five years, we have graduated 280 students and 31% have already transitioned into college. The AEFL grant has also allowed us to upgrade all of our classrooms to technologically enhanced classrooms with laptop carts and presentation equipment. This has greatly improved the quality of instruction that the college has been able to provide to our students, as all of the high school equivalency exams have become computer-based tests. The final improvement that the college was able to provide through this grant over the past five years was to remodel all of the Adult Education offices and classrooms. The College was able to build an Adult Education Cyber Café where the students are able to access public use computers to conduct personal business. The college was also able to upgrade all of our classroom and office furniture.

### SOS Adult Volunteer Literacy Grant

**Grant Period: FY15 – FY19**

**Total Award: \$125,200**

**Students Served: 412**

The College has continued to receive the Secretary of State Adult Volunteer Literacy Grant. This grant is a renewable grant to provide funding to support a team of volunteers who are prepared to tutor members of the community and students who score below an 8.9 on the Test of Adult Basic Education (TABE). The grant helps to pay for the salary of the coordinator and the books and supplies necessary to manage this important effort at improved literacy. Some members of our local towns and villages are unable to read, write, or perform simple mathematical functions. Without this knowledge they are not able to complete basic forms necessary for additional funds, or to secure an interview for a job. These individuals lack the necessary self-esteem to seek success at any level. SSC is proud to play an important part in this very worthwhile venture in the community. The college over-exceeded our goals in attaching volunteer tutors and participants and look forward to many additional years in this partnership. Over the past five years, SSC has served 412 students and have trained over 100 tutors.

## ICCB Legislative Grant

Grant Period: FY15  
Total Award \$225,000.00

This legislative grant helped to start the remodel of the Adult Education area. It expanded adult education classrooms, updated technology, and fixed the HVAC in the GED area.

## ICCB Accelerating Opportunities Grant

Grant Period: FY15  
Total Award: \$10,000.00

The Accelerating Opportunities grant help to expand the College's Integrated Career and Academic Preparation System offerings. Through this grant we were able to create Information Technology and Emergency Medical Responder ICAPS classes.



## STRATEGIC DIRECTION #4 (PARTNERSHIP DEVELOPMENT) KEY HIGHLIGHTS

### Business and Career Institute (BCI) Highlights

BCI staff has built long-term, quality workforce development relationships with both major companies and smaller businesses because our staff cares about the growth, stability, success and sustainability of local companies and their employees. BCI Staff continue to assist several companies in the areas which their training and development needs have been identified. Staff from the South Suburban College's Business & Career Institute, have provided successful workplace training programs that has resulted in hundreds of employees increasing workplace skills to improve job performance, remain employed or be promoted.

BCI is located at the Oak Forest campus of SSC. BCI offers high quality training to business and industry to help companies optimize their workforce. BCI provides traditional facilitator-led training, technology-based learning, or a combination of both to ensure customized training solutions that work to meet company needs. Additionally, onsite training is available at the company's location.

Staff members areas of expertise at BCI include: Contract training project management, ACT WorkKeys® job profiling, Secretary of State Workplace Skills Enhancement grant-funded program coordination, and writing grants for basic skills and English as a Second Language (ESL) state funding.

As an authorized testing center, BCI delivers state-of-the-art testing for certification licensure tests for trades and professions and workplace assessments, ensuring that individuals possess the necessary skills to do their work. These include:

- ACT WorkKeys/NCRC
- Pre-Employment Testing
- Software and IT
- Pearson Vue (including GED)
- Manufacturing Skills Standards (MSSC)
- Certiport, including MS Office and QuickBooks

BCI staff member areas of expertise also include leadership training and Human Resource Services. These services include:

- Employee Handbooks
- Job Descriptions
- Performance Evaluations
- Policy & Procedure Manuals
- Wellness Programming
- Hiring/Onboarding
- Diversity/Discrimination/Harassment
- Performance Coaching
- Professional Development Skills Training





BCI experts can train, retrain and remediate for employee skill improvement. Areas of staff's expertise include:

- ISO – Audits & Updates
- Lean Solutions
- Maintenance
- Welding – Stick, MIG & TIG
- Six Sigma
- Blueprint Reading
- Hazard Analysis & Critical Control Points (HACCP)
- Statistical Process Control (SPC)
- Safety
- Quality
- Forklift
- Manufacturing Skill Standard Council (MSSC)
- PLC
- Principles of Manufacturing

Staff members' experience also includes managing on-site state and federal grant and contracted industry training including: computer skills, Lean Manufacturing (5S), ISO 9000, OSHA (safety), workplace math, Spanish for Supervisors, SPC, leadership / professional skills, diversity, and English as a Second Language.

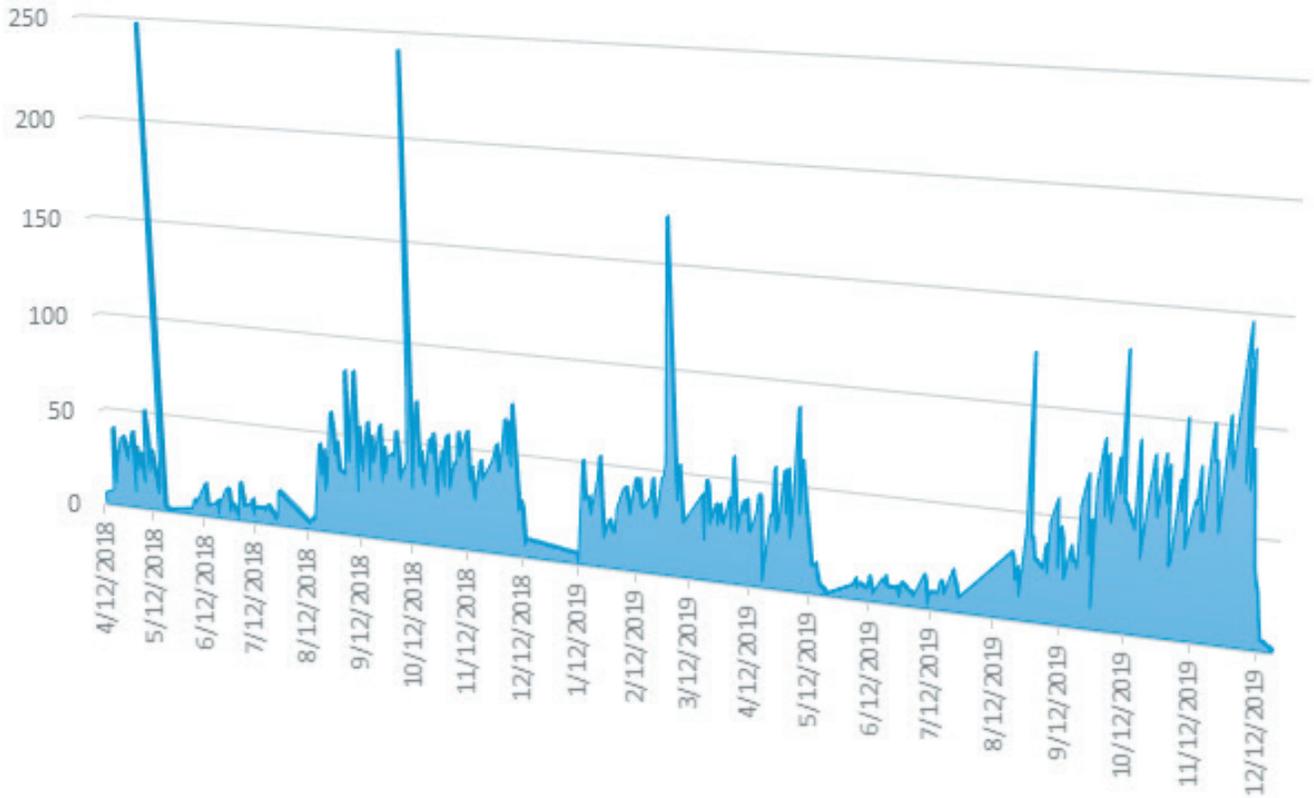
One of BCI staff members has been an ACT, Inc. authorized, licensed WorkKeys® Job Profiler since 1995 and has applied this systematic approach designed to help business and industry link the components of job task analysis, skills assessment, pre-hire testing, and training within their workplace. WorkKeys® meets requirements adopted by the EEOC and is a proven success tool for employers to build a high-performance workforce. Through this process, our staff member sets the benchmarks required in company job titles for ACT / WorkKeys pre-hire assessments.

BCI Staff has also written successful Secretary of State, Workplace Skills Enhancement Grant applications for on-site training at local companies. The past 5 years total in these grants was: \$242,863.00

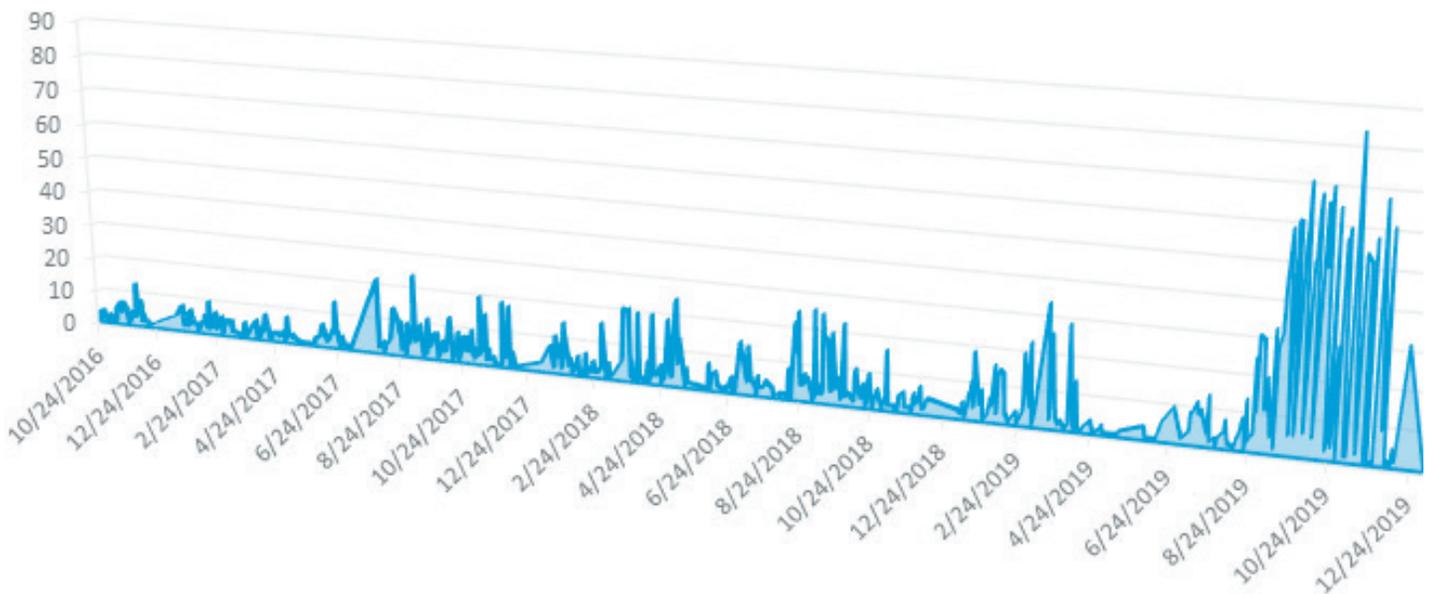
As a team, BCI also organizes the Annual Chicago Women's Conference.

# XI. EXAMPLES OF SOME SERVICES UTILIZED BY STUDENTS

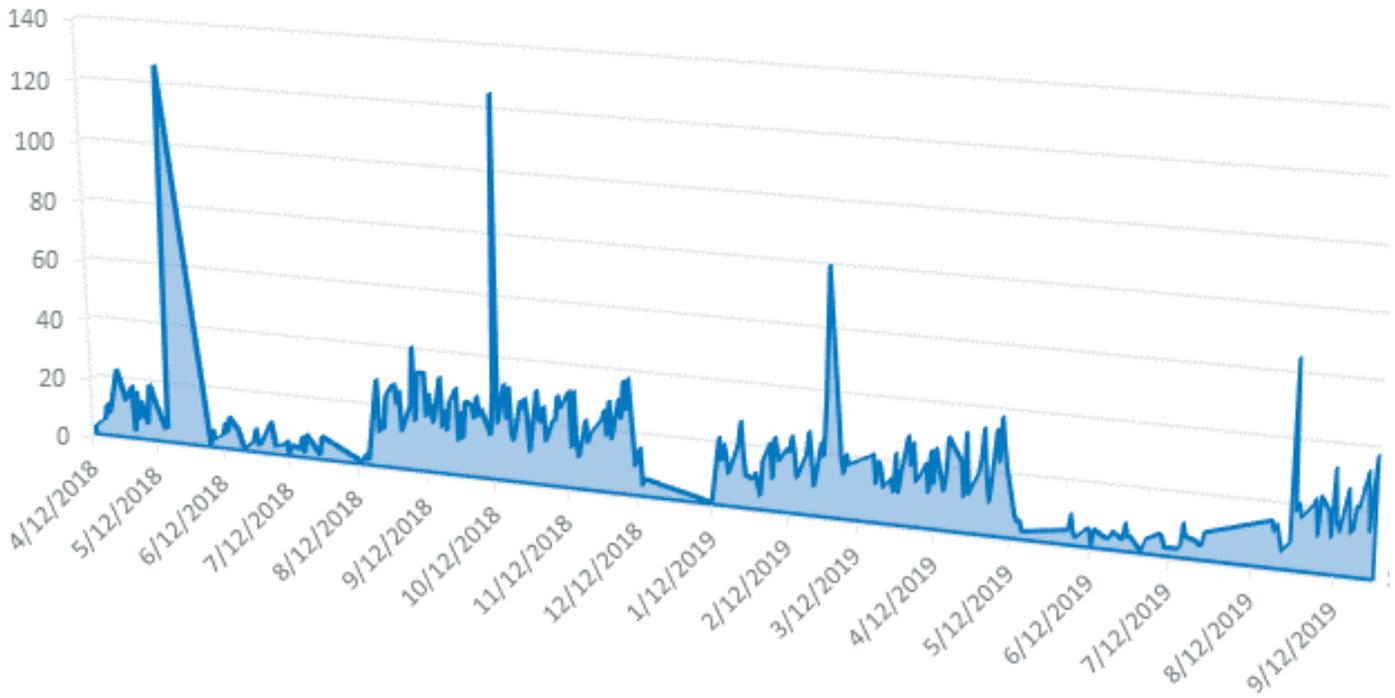
## OPEN LAB DAILY VISITOR COUNTS



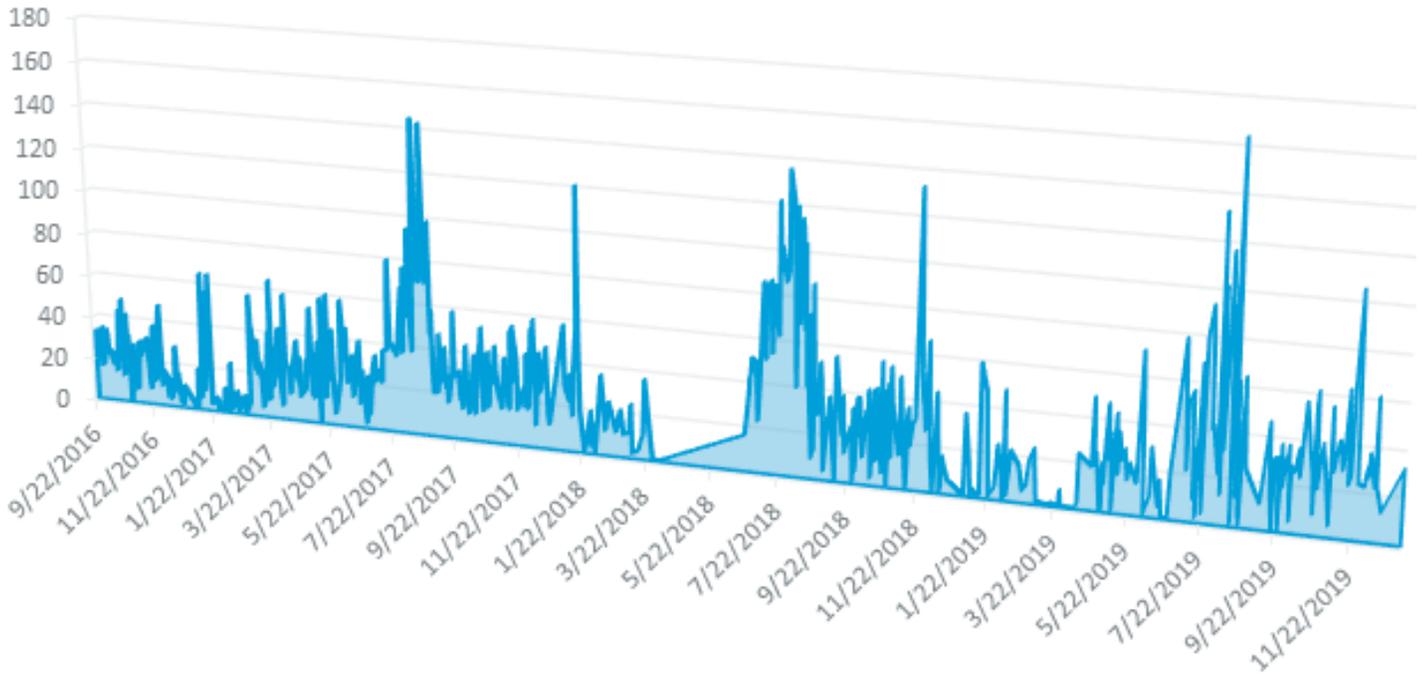
## SSDO DAILY VISITOR COUNTS



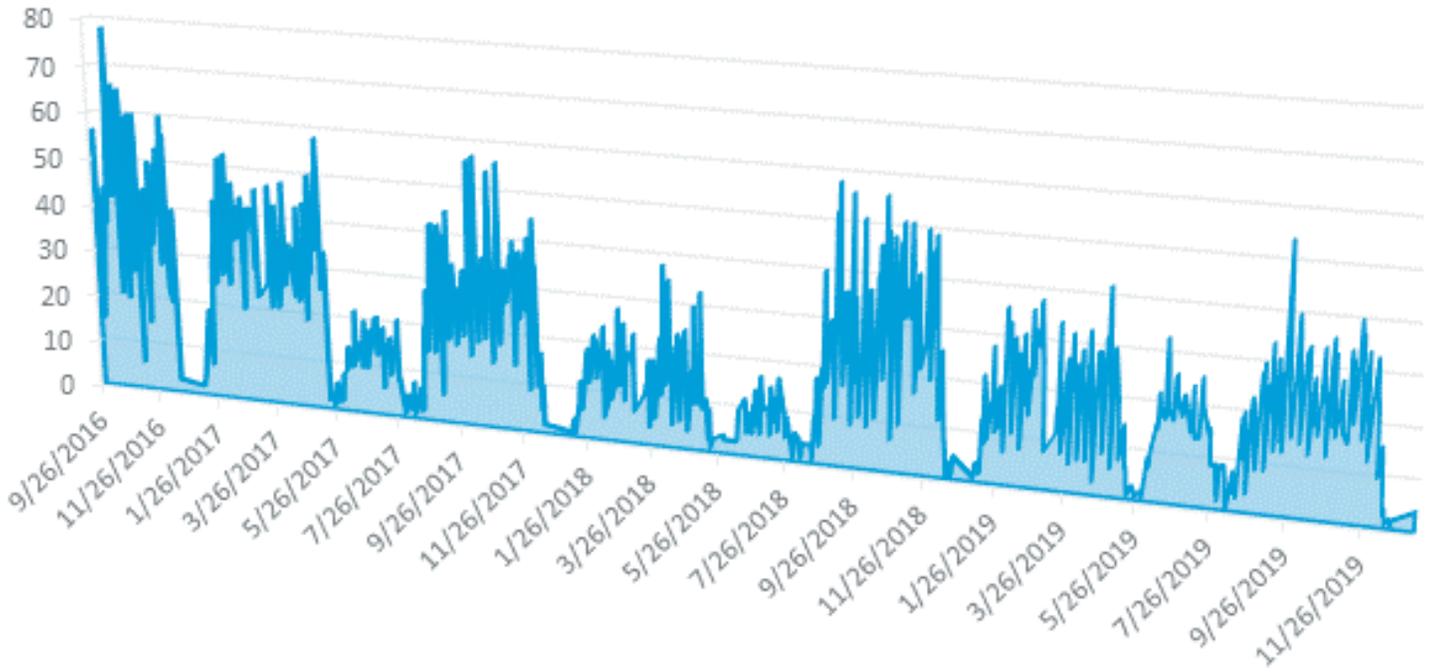
## SSC CONNECT DAILY VISITOR COUNTS



## COUNSELING DAILY VISITOR COUNTS



# ACADEMIC ASSISTANCE CENTER DAILY VISITOR COUNTS



Final Draft 1/30/2020

# Board Of Trustees



## Frank M. Zuccarelli

### *Chairman*

Zuccarelli, a South Holland resident, has served as a member of the South Suburban College Board of Trustees since 1978 and has been Board Chairman since 1987. He is committed to maintaining an affordable education while offering the most cutting-edge programs, technology and facilities possible. A former student of the college, Zuccarelli has also served as Thornton Township Supervisor since 1993.



## John A. Daly

### *Vice-Chair*

Daly, an Oak Forest resident, has served as a member of the SSC Board of Trustees since 1991. He became Vice-Chairman in 1994 and served as Chairman of the Presidential Search Committees. Daly retired from his longstanding post as Village Administrator for Orland Hills in 2015.

## Anthony DeFilippo

DeFilippo, a Calumet City resident, has served on the SSC Board of Trustees since 1989. As a registered pharmacist, DeFilippo works in the medical affairs sector and is responsible for the advancement of medical education and clinical trial opportunities at academic and medical centers. He serves in this capacity throughout the country.



## Janet M. Rogers

### *Secretary*

Rogers, a Harvey resident, was appointed to the SSC Board of Trustees in 2013 and serves as Chairperson of the Policy Committee. She retired from Bloom High School in 2009, where she was a Culinary Arts and Special Education teacher for 30 years.



## Vivian Payne

Payne was elected Lansing Village Clerk in April 2017, and is currently serving a 4 year term. She is actively involved in various organizations and has a long history of community involvement both professionally and on a volunteer basis.



## Terry R. Wells

Wells, a Phoenix resident, was appointed to the SSC Board of Trustees in 2001. He currently serves as Chairperson of the Board's Legislative Committee, and represents SSC as a legislative liaison

in Springfield through the Illinois Community College Trustee Association. He also serves as President of the Village of Phoenix, a position he has held since 1993.



## Joseph Whittington, Jr.



Whittington, a Harvey resident, was elected to his first term as a member of the SSC Board of Trustees in 2005. He currently serves as Chairperson of the Board's Audit Committee. Whittington has also served as the 2nd Ward Alderman of Harvey since 2003, where he has initiated programs to revitalize the 2nd Ward.